

# Evaluation for Performance:

## Toolkit for Title IV Safe and Drug-Free Schools Programs

2005 (2<sup>nd</sup> edition)

Available Online: [http://www.michigan.gov/mdch/0,1607,7-132-2941\\_4871\\_4878-15022--,00.html](http://www.michigan.gov/mdch/0,1607,7-132-2941_4871_4878-15022--,00.html)

### **James M. O'Neill, Ph.D.**

Associate Professor, Psychology Department  
Madonna University, Livonia, MI;  
O'Neill Consulting, Chelsea, MI

2003 (1<sup>st</sup> edition) co-authors:

### **Judith M. Pasquarella, M.P.A.**

(former) Manager, Education Section  
Office of Drug Control Policy  
Michigan Department of Community Health

### **Henry J. Hastings, J.D., Ed.D.**

(former) Acting Director, Michigan Institute for Safe Schools and Communities  
College of Education, Michigan State University

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#### *Suggested reference:*

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- <sup>11</sup> Dahlberg, L.L., Toal, S.B., & Behrens, C.B., (1998). *Measuring violence-related attitudes, beliefs, and behaviors among youths: A compendium of assessment tools*. Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control. Available online: <http://www.cdc.gov/ncipc/pub-res/measure.htm>

## Appendix A: Acronyms and Glossary

### Acronyms

**ATOD** Alcohol, tobacco and other drugs  
**CSAP** Center for Substance Abuse Prevention  
**DOE** United States Department of Education  
**LEA** Local Education Agency  
**MDCH** Michigan Department of Community Health  
**NCA** North Central Association (of Colleges and Schools)  
**NIDA** National Institute on Drug Abuse  
**ODCP** Office of Drug Control Policy  
**PoE** Principles of Effectiveness  
**PPRA** Protection of Pupil Rights Amendment  
**SDFS** Safe and Drug-Free Schools  
**SDFSCA** Safe and Drug-Free Schools and Communities Act  
**USDOE** United States Department of Education

### Glossary

**Comparison group.** A group of individuals whose characteristics are similar to those of the program participants but who do not receive the program. Participants are assigned to either the experimental group (those receiving program services) or the comparison group; however, the assignment process is not random. A comparison group is used to assess the effect of program activities on participants who are receiving the program being evaluated. The same information is collected for people in the comparison group and those in the experimental group.

**Control group.** A group of individuals whose characteristics are similar to those of the program participants but who do not receive the program. Participants are randomly assigned to either the experimental group (those receiving program services) or the control group. A control group is used to assess the effect of program activities on participants who are receiving the program being evaluated. The same information is collected for people in the control group and those in the experimental group.

**Fidelity.** The degree of fit between the developer-defined components of a program and its actual implementation in a given organizational or community setting. Caution: Changes to your program may be needed to better suit participant needs, but such changes should not diminish program fidelity.

**Indicated prevention.** Program designed for people who are already experimenting with drugs or who exhibit other risk-related behaviors. The mission of indicated prevention is to identify individuals who are exhibiting early signs of violence, drug abuse or related problem behaviors and to target them with special programs.

**Indicator.** The type of information collected, such as drug use behavior or attitudes.

**Intermediate outcome.** A result in attitude or behavior expected to occur prior to a long-term outcome. Examples of intermediate outcomes include risk and protective factors.

**Long-term outcome.** A result in attitude or behavior expected to occur over an extended period of time. Examples of long-term outcomes include changes in violent attitudes, violent behavior, drug use attitudes and drug use behavior.

**Measure.** The tool or instrument used to collect information, such as a survey.

**Needs assessment.** A process of obtaining and analyzing information to determine prevention needs of a defined population in a specified geographic area, such as an LEA or consortia.

**Outcome performance goal.** A brief yet comprehensive statement about the anticipated changes in the participants, including the *type* and *degree* of change expected, the *population targeted* for change, the *measure used* to assess change, the *date* by which change is expected, and the *program implemented* to produce change. Outcome performance goals can be stated as being intermediate or long-term.

**Performance measure.** A method to measure objectively the degree of success a program has had in achieving its stated objectives, goals, and planned program activities. For example, number of students who participated in the program is a process performance measure, whereas student attitude change toward violence is an outcome performance measure.

**Program.** Any organized action, including (but not limited to) curricular programs, activities, service provision, educational services, prevention strategies, public policies, and research programs. In this toolkit, program will be used to refer to all these actions.

**Protective factors.** Characteristics that have been shown by research to mediate the negative effects of exposure to risk factors, resulting in reduced incidence of problem behavior. An example of a protective factor is positive bonding to school.

**Qualitative data.** Values described using nonnumerical elements, such as words, pictures, essays and survey questions with an open-ended answer format.

**Quantitative data.** Values described using numerical elements, such as multiple-choice survey responses and referral codes.

**Risk factors.** Conditions shown by research to increase the likelihood of developing one or more behavior problems in childhood or adolescence. An example risk factor is having friends who engage in illegal behavior. Exposure to multiple risk factors has a cumulative adverse effect.

**Reliability.** The extent to which a measure yields consistent, stable, and uniform results over repeated observations or measurements under the same conditions each time.

**Scientifically based research.** Involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.

**Selective prevention.** Program that targets groups at risk or subsets of the general population—such as children of drug users or poor school achievers. The subgroup as a whole is at higher risk for substance abuse than the general population, but an individual's personal risk is not specifically assessed or identified.

**Target population.** The students or participants intended to be identified and served by the program.

**Triangulation.** The combination of methodologies in the measurement of the same indicator or set of indicators; a method of establishing the accuracy of information by comparing multiple types of independent data sources (e.g., surveys and records).

**Universal prevention.** Program that reaches the general population—such as all students in a school. The entire population is assessed as at-risk for drug use or violence and capable of benefiting from prevention programs.

**Validity.** The extent to which a measurement instrument or test accurately measures what it is supposed to measure.

## Appendix B: Toolbox of Measures and Resources

### Introduction to Measures

The following was adapted from the Center for Disease Control and Prevention:<sup>11</sup>

Selecting appropriate measures — ones that you know how to administer and that will produce findings that you will be able to analyze and interpret— is an important step in any evaluation. When selecting measures and developing instruments, consider the developmental and cultural appropriateness of the measure as well as the reading level, native language, and attention span of respondents. Make sure that the response burden is not too great, because you want respondents to be able to complete the assessment with ease. Questions or items that are difficult to comprehend or offensive to participants will lead to guessing or nonresponses. Subjects with a short attention span or an inability to concentrate will have difficulty completing a lengthy questionnaire.

Also consider the reliability and validity of the instrument. Reliable measures are those that have stability and consistency. The higher the correlation or alpha coefficient (i.e., closeness to 1.00), the better the reliability. A measure that is highly reliable may not be valid. An instrument is considered valid if it measures what it is intended to measure. Evidence of validity, according to most measurement specialists, is the most important consideration in judging the adequacy of measurement instruments. Use the following table to estimate the reliability and validity of your measures.

**Criteria for Evaluating the Reliability and Validity of Measures**

Type of Reliability/ Validity	Definition (example)	Minimum criteria
<b>Reliability</b>		
Internal Consistency Reliability	Consistency in scores between two or more items on a multi-item measure (e.g., survey items measuring violent behavior correlate with each other)	Alpha coefficient $\geq$ .60
Test-retest Reliability	Consistency in scores between two or administrations of the same measure (e.g., students' scores on a survey of violent behavior correlate with their respective scores on the same survey given one month later)	Scores correlate more than .20 across at least a two-week period
Inter-rater/ Inter-observer Reliability	Consistency in scores between two or more independent raters/observers using the same measure (e.g., two school social workers independently observe and rate levels of student violence during recess).	Scores between any two raters agree/ correlate more than .70
<b>Validity</b>		
Face Validity	Agreement in the meaning of what is being measured, as it appears on the survey (e.g., the SDFS Coordinator and evaluator review a survey of violent behavior and agree that it indeed measures violent behavior)	80% consensus
Convergent Validity	Agreement in scores between two or more measures which are theoretically related (e.g., scores between a measure of violent behavior correlate highly with a measure of violent attitudes).	Significant correlation with at least one related measure.
Discriminant Validity	The lack of agreement in scores between two or more measures which are theoretically unrelated (e.g., scores between a measure of violent behavior do not correlate highly with a measure of ATOD attitudes).	Non-significant correlation with at least one unrelated measure.

## Can I develop my own measure or customize an existing measure?

With so many measures available to assess attitudes and behaviors related to violence/ATOD, there is no need to re-invent the wheel by creating your own. Plus, currently available measures such as those provided by ODCP have been shown to be **reliable** and **valid**, which are two necessary criteria for a good measure. Reliability refers to the degree to which a measure is consistent or stable. Using a car analogy, a reliable gas gauge is one that consistently reads empty when the tank is empty. Validity, on the other hand, is the degree to which a measure accurately measures what it's supposed to measure. For example, your gas gauge is supposed to tell you how much gas is in the tank, not how much oil or water. Demonstrating the reliability and validity of a measure is a technical process that requires assistance from a professional evaluator/researcher. If you plan to have a measure developed for your program, you must attach a copy with your online application and provide information about the measure's reliability and validity.

Alternatively, it might be tempting to customize an existing measure (e.g., delete items, add items or change item wording) to better suit your target population. However, customizing a measure can adversely affect its reliability and validity, leading to results that are difficult or impossible to interpret. If you think your measure(s) need customizing, consult a professional evaluator/researcher for assistance.

## Toolbox of Measures

### Process Measures/Forms

At the end of this Appendix are sample process measures/forms that can be used to assess program implementation, participant reactions (via focus group) and to schedule data collection, organization and entry activities.

- P1. Sample Training Feedback Survey
- P2. Sample Implementation Survey
- P3. Sample Focus Group Protocol
- P4. Sample Data Collection/Organization/Entry Schedule Form

Please feel to modify these measures/forms to accommodate better the design of your process evaluation.

### Outcome Measures

ODCP has several ready-to-use questionnaires to measure student ATOD and/or violent behavior and attitudes. You can find these measures at the following URL:

[http://www.michigan.gov/mdch/0,1607,7-132-2941\\_4871\\_4878-15022--,00.html](http://www.michigan.gov/mdch/0,1607,7-132-2941_4871_4878-15022--,00.html)

- V1. Student Survey on Violence (attitudes and behaviors)
- V2. Student Survey on Violence (attitudes)
- V3. Student Survey on Violence (behaviors)
  
- D1. Student Survey on Alcohol, Tobacco and Other Drugs (attitudes and behaviors)
- D2. Student Survey on Alcohol, Tobacco and Other Drugs (attitudes)
- D3. Student Survey on Alcohol, Tobacco and Other Drugs (behaviors)

All of these measures were found to be reliable and valid based upon their use in several LEAs. Of course, you should review any measure and test drive it to determine its appropriateness with your targeted population.

The following are important considerations regarding the outcome measures:

- **Use as a Pre/Post measure.** Each measure is designed to be used before and after implementing your program. However, prior to using any of the measures as a *pretest*, make a copy without the last three questions, which measure satisfaction with the program and thus are for posttest purposes only.
- **Administering the survey to elementary and middle school students.** It is recommended that each item be read to the student as part of the administration procedure. This minimizes problems related to poor reading skills.
- **Informed consent** from a parent/legal guardian is required for any survey of minors. Check with your LEA/consortia regarding the protocol for securing informed consent.
- **Surveys of violent attitudes/behaviors.** The wording, order and number of items on these surveys should not be altered because it may alter the validity and/or reliability of the instrument.
- **Surveys of ATOD attitudes/behaviors.** The wording of these items should not be altered because they are identical to items on standardized surveys (e.g., Monitoring the Future, Youth Risk Behavior Survey, Communities that Care survey) and therefore can be compared to national, state or local results from these surveys. However, not all the drugs listed must be included in the survey, and additional drugs can be added to the survey by creating items with the same “boilerplate” wording as the other items.

### Online Measure Resources

The following online resources are useful to identify measures for both long-term outcomes and *intermediate outcomes*, such as *risk factors* and *protective factors*.

### Violence-Related Measures

Dahlberg, L.L., Toal, S.B., Behrens, C.B., (1998). Measuring violence-related attitudes, beliefs, and behaviors among youths: A compendium of assessment tools. Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control. Available online: <http://www.cdc.gov/ncipc/pub-res/measure.htm> Note: This is a large book with four sections, each with its own link near the bottom of the web page:

- Section I: Attitude and Belief Assessments
- Section II: Psychosocial and Cognitive Assessments
- Section III: Behavior Assessments
- Section IV: Environmental Assessments

### ATOD-Related Measures

CSAP Decision Support Systems: <http://www.preventiondss.org/>. Or, go to the following URL for a link to the “Core Measures Viewer”:  
[http://www.preventiondss.org/Macro/Csap/dss\\_portal/templates/start1.cfm?sect\\_id=1&page=/macro/csap/dss\\_portal/templates/intro.cfm&topic\\_id=5&link\\_url=intro.cfm&link\\_name=Introduction\\_to\\_outcome\\_evaluation](http://www.preventiondss.org/Macro/Csap/dss_portal/templates/start1.cfm?sect_id=1&page=/macro/csap/dss_portal/templates/intro.cfm&topic_id=5&link_url=intro.cfm&link_name=Introduction_to_outcome_evaluation). Note: Once at this web site, scroll down to find the link, “CSAP’s Core Measures Viewer,” which contains survey instruments for a variety of risk and protective factors for various domains (e.g., individual, peer, school, family).



P1. Sample Training Feedback Survey

Safe and Drug-Free Schools Program  
Training Feedback Form

1. What did you like most about today, and why?

2. What one aspect would you change, and why?

3. How would you rate the following (1 being the lowest, 5 being the highest):

Overall session(s):      ①      ②      ③      ④      ⑤

Training handout(s):      ①      ②      ③      ④      ⑤

Instructor's knowledge:      ①      ②      ③      ④      ⑤

Delivery method(s):      ①      ②      ③      ④      ⑤

Level of difficulty:      ① too low      ③ just right      ⑤ too high

4. Leaving the training today, I feel. . .

5. Do you plan to communicate anything (besides take-home letters) to the parents of your students regarding this program? ☐ No ☐ Yes → If yes, what?

6. Would you be interested in attending any follow-up/support sessions this school year?  
☐ Yes ☐ Maybe ☐ No

## P2. Sample Implementation Survey

### Safe and Drug-Free Schools Program Implementation Form

*Directions: Now that you've implemented at least some of the \_\_\_\_\_ program, we'd like to get your reactions to the program and students. Your responses will be used to document the level of program implementation and your perceptions of student participation and outcomes. Please answer the questions and return the survey to \_\_\_\_\_. Thank you.*

Teacher/Facilitator Name: \_\_\_\_\_ Grade(s): \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

1. For elements of the program that involve a curriculum, how many lessons did you complete to date?

- ☐ **All** of the lessons scheduled for this period.
- ☐ **At least 75%** of the lessons scheduled for this period.
- ☐ **At least 50%** of the lessons scheduled for this period.
- ☐ **At least 25%** of the lessons scheduled for this period.
- ☐ **Less than 25%** of the lessons scheduled for this period.

2. For elements of the program that involve strategies or activities, how much of the strategy tasks and/or activities have you completed to date?

- ☐ **All** of the strategy tasks and/or activities planned for this period.
- ☐ **At least 75%** of the strategy tasks and/or activities planned for this period.
- ☐ **At least 50%** of the strategy tasks and/or activities planned for this period.
- ☐ **At least 25%** of the strategy tasks and/or activities planned for this period.
- ☐ **Less than 25%** of the strategy tasks and/or activities planned for this period.

3. Were all program elements implemented with fidelity? If not, explain what and why adaptations were made (e.g., to number of curriculum lessons, content or duration of curriculum/strategy/activity, and/or targeted population).

4. Which, if any, of the following were reasons for not completing the lessons/strategies/activities?

- |   |  |
|---|--|
| <input type="checkbox"/> Training was inadequate                | <input type="checkbox"/> Wasn't a top priority in my teaching objectives |
| <input type="checkbox"/> Started too late in the term           | <input type="checkbox"/> Interfered with other important demands/goals   |
| <input type="checkbox"/> Materials/tasks were not user-friendly | <input type="checkbox"/> Lessons/activities took longer than anticipated |
| <input type="checkbox"/> Planned extra time on some lessons     | <input type="checkbox"/> Other: _____                                    |
| <input type="checkbox"/> Other: _____                           | <input type="checkbox"/> Other: _____                                    |

5. On a scale of 1 to 5 (1 being poor; 5 being excellent), circle the overall level of participation, cooperation, and attitude among your students in relation to the lessons/strategies/activities.

Participation:	①	②	③	④	⑤
Cooperation:	①	②	③	④	⑤
Attitude:	①	②	③	④	⑤

6. Over the program, did the students' level of participation, cooperation, and attitude generally improve, stay the same, or get worse?

Participation:	<input type="checkbox"/> Improved	<input type="checkbox"/> Stayed the same	<input type="checkbox"/> Got worse
Cooperation:	<input type="checkbox"/> Improved	<input type="checkbox"/> Stayed the same	<input type="checkbox"/> Got worse
Attitude:	<input type="checkbox"/> Improved	<input type="checkbox"/> Stayed the same	<input type="checkbox"/> Got worse

7. Please provide one example that the lessons/strategies/activities are having an impact on the students. (*Please be specific*).

8. Any other comments? (*Please use the back and be specific in your comment[s]*)

### P3. Sample Focus Group Protocol

Adapted from: M.A. Bradley, P. M. Timpone & P. Reuter, Focus groups: Safe and Drug-Free Schools Programs, Rand Corporation. Available online: <http://www.rand.org/publications/MR/MR1328.1/MR1328.1.focusgroups.pdf>

## Safe and Drug-Free Schools Program Focus Group Protocol: Staff

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ # of Participants \_\_\_\_\_ Time of day \_\_\_\_\_

Interviewer \_\_\_\_\_ Location: \_\_\_\_\_

### Introduction

Thank you for coming. We appreciate your help. For our discussion, we won't be associating your names with what you say here -- which means I would like everyone to use first names only today. I want to assure you that anything said here today will not be attributed to specific individuals or schools, or in any way affect your job.

The feedback you give us today will allow us to better serve our students. We will prepare a report from this meeting, but again, no specific individual or school will be identified in the report.

Notes of the meeting will be taken because we don't want to miss any of your comments, but we will not use any names in our notes. If you don't want to answer a question, just say "pass." However, please know that your names will not be in the report. Also, we ask that you do not share the information you hear today with anyone.

Are there any questions before we begin the discussion?

### I. Participant Background

Before we begin, I'd like to go around the table and have each of you tell me

Your first name

Your current position and length of time at this school.

How long have you been involved with violence or drug prevention programs and in what capacity?

### II. Development of Current Program

What is the program you work in or with? What curricula do you have? How much time is devoted? Etc.

Has it been adapted or modified as you've worked with it? If so, how?

What is the intent of program?

How is the program connected to other activities at the school? In the community?

Who is served?

Based upon your observations, what has been the impact of the program?

### III. Improvements

What's not working?

What is working?

What would you like to see changed?

### Closing

In summing up: is there anything I haven't asked you that I should have?

Thank you very much for helping us out today. Your feedback will help us in better understanding of how these programs are implemented and integrated into school curriculum.

#### P4. Sample Data Collection/Organization/Entry Schedule Form

<b>Example</b> <b>Data Collection/Organization/Entry Form</b>					
Indicator	Measure and Source	Data collection		Data entry/organization	
		Person(s)	Completion date	Person(s)	Completion date

## Appendix C: Online Evaluation Resources

### Evaluation Courses/Tutorials

**Program Evaluation 101 (CSAP course):** Includes four basic modules: (a) Introduction to prevention, (b) What does an evaluation project look like?, (c) Understanding types of evaluation projects, and (d) Preparing for your evaluation. It is designed to serve as a refresher for folks who've been away from school for awhile and to provide a solid knowledge base for folks new to evaluation. [http://pathwayscourses.samhsa.gov/samhsa\\_pathways/courses/eval101\\_intro.htm](http://pathwayscourses.samhsa.gov/samhsa_pathways/courses/eval101_intro.htm)

**Program Evaluation 102 (CSAP course):** Includes three basic modules: (a) Evaluation and the program planning process, (b) Data analysis, or “What do you mean by that?”, and (c) Special challenges in evaluating prevention programs. It is designed to serve as a springboard to more complex evaluation topics introduced in Evaluation 201: Wading through the data swamp. [http://pathwayscourses.samhsa.gov/samhsa\\_pathways/courses/eval102\\_intro.htm](http://pathwayscourses.samhsa.gov/samhsa_pathways/courses/eval102_intro.htm)

**Program Evaluation 201 (CSAP course):** Includes five modules: (a) Descriptive statistics in evaluation, (b) Subgroup analysis, (c) Variables – are they related, (d) Correlation, and (e) The t-test of differences between means. It is designed to show you how to use quantitative evaluation data. [http://pathwayscourses.samhsa.gov/samhsa\\_pathways/courses/eval201\\_intro.htm](http://pathwayscourses.samhsa.gov/samhsa_pathways/courses/eval201_intro.htm)

**CSAP's Decision Support System.** Includes tutorials on process evaluation and outcome evaluation:

Process evaluation:

[http://www.preventiondss.org/Macro/Csap/dss\\_portal/templates/start1.cfm?sect\\_id=1&page=/macro/csap/dss\\_portal/portal\\_content/eval\\_intros/processevalintro.cfm&topic\\_id=5&link\\_url=processevalintro.cfm&link\\_name=Introduction to process evaluation](http://www.preventiondss.org/Macro/Csap/dss_portal/templates/start1.cfm?sect_id=1&page=/macro/csap/dss_portal/portal_content/eval_intros/processevalintro.cfm&topic_id=5&link_url=processevalintro.cfm&link_name=Introduction_to_process_evaluation)

Outcome evaluation:

[http://www.preventiondss.org/Macro/Csap/dss\\_portal/templates/start1.cfm?sect\\_id=1&page=/macro/csap/dss\\_portal/templates/intro.cfm&topic\\_id=5&link\\_url=intro.cfm&link\\_name=Introduction to outcome evaluation](http://www.preventiondss.org/Macro/Csap/dss_portal/templates/start1.cfm?sect_id=1&page=/macro/csap/dss_portal/templates/intro.cfm&topic_id=5&link_url=intro.cfm&link_name=Introduction_to_outcome_evaluation)

**W.K. Kellogg Foundation Evaluation Handbook.** This book provides a framework for thinking about evaluation as a relevant and useful program tool. It was written primarily for project directors who have direct responsibility for the ongoing evaluation of W.K. Kellogg Foundation-funded projects. However, Part Two: Blueprint for conducting project-level evaluation, is a very good overview of outcome evaluation for projects funded by ODCP. <http://www.wkkf.org/Pubs/Tools/Evaluation/Pub770.pdf>

### Miscellaneous Evaluation Resources

**USDOE Guidance on Principles of Effectiveness.** This link is a draft of non-regulatory guidance for Title IV – SDFSCA. [http://www.ed.gov/offices/OSDFS/sdfscguidance\\_12\\_02.pdf](http://www.ed.gov/offices/OSDFS/sdfscguidance_12_02.pdf)

**PPRA.** The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) applies to programs that receive funding from the U.S. Department of Education (USDOE). It is designed to that parents/students have access to instructional materials for their inspection and that parents provide written consent before their minor children participate in USDOE-funded surveys, analyses, or evaluations involving sensitive behaviors. <http://www.ed.gov/offices/OM/fpco/ppra/>

**Surveys online.** Companies offer free and fee-based survey services that allow respondents to complete surveys online and allow LEAs/consortia to access the database for data analysis and reporting. Here are three popular web sites: [www.zoomerang.com](http://www.zoomerang.com); <http://www.keysurvey.com/>, and <http://www.createsurvey.com/>

## Miscellaneous Prevention Resources

The following web sites include descriptions of effective research-based substance abuse and/or violence prevention programs:

**USDOE Exemplary and Promising Programs – 2001.** Each program summary includes the program description, professional development resources, program cost, all of which were based on information provided by the developers. The sections on program quality and evidence of efficacy are based on assessments of program reviewers and panelists. Contact information is provided for each program. [http://about.preventiondss.org/html/documents/DoE/ed\\_list.htm](http://about.preventiondss.org/html/documents/DoE/ed_list.htm)

**CSAP's Model Programs.** CSAP provides access to materials on how to implement and evaluate prevention programs, links to numerous prevention and funding resources, and many free publications on the latest in science-based substance abuse prevention. The list is available at: [http://modelprograms.samhsa.gov/template\\_cf.cfm?page=model\\_list](http://modelprograms.samhsa.gov/template_cf.cfm?page=model_list). A comparison matrix of CSAP model programs can be found at: <http://www.nde.state.ne.us/SDFS/CSAPComparisonMatrix.pdf>

**NIDA model programs.** NIDA, in cooperation with the scientists who conducted the research, have prepared descriptions of some programs that have been studied scientifically. Each has been developed as part of a research protocol and tested in a family, school, or community setting over a reasonable period with positive results. <http://www.nida.nih.gov/prevention/PROGRM.html>

**Blueprints for Violence Prevention.** The Center for the Study and Prevention of Violence at the University of Colorado at Boulder, with support from the Centers for Disease Control and Prevention and the Department of Justice, designed and launched Blueprints for Violence Prevention to identify and replicate violence prevention programs that are effective. The project identifies model and promising prevention and intervention programs that meet strict scientific standards of program effectiveness. These interventions have been summarized in a series of "blueprints" which describe the programs' theoretical rationales, core components, evaluation designs and results, and practical implementation experiences across multiple sites. <http://www.colorado.edu/cspv/blueprints/>

## Appendix D: ODCP SDFS Report Forms and Examples

### SDFS Mid-Year Report Form

State of Michigan

#### OFFICE OF DRUG CONTROL POLICY

Education Section  
320 S. Walnut St., Lansing MI 48913  
Phone (517) 373-4700 Fax (517) 335-2121

### FY 2003-2004 MID-YEAR PROGRESS REPORT

H.R.1, No Child Left Behind Act of 2001, Title IV-21<sup>st</sup> Century Schools  
Part A: Safe and Drug-Free Schools and Communities Act (Public Law 107-110)

LEA (Local Educational Agency) or Consortium Name	District Code Number
Address	City/State/Zip
Year-End Report Contact Person (and Title)	Area Code and Phone Number
E-Mail Address	Fax Number

**PURPOSE:** The Title IV, Part A: SDFSCA **Mid-Year Progress Report** will be useful to the Office Of Drug Control Policy (ODCP) in monitoring progress of the Title IV, Part A Formula Grant. The **Mid-Year Progress Report** is designed to provide ODCP with essential programmatic information necessary to provide appropriate technical assistance. (A copy of this form is also available on the ODCP website [www.michigan.gov/mdch](http://www.michigan.gov/mdch).)

**DEADLINE:** The Mid-Year Progress Report for FY 2003-2004 is **REQUIRED**. Please return the report to ODCP by Friday, February 13, 2004. You may submit the report by e-mail (to your ODCP consultant) or mail to ODCP along with this cover page. Please direct questions to your ODCP consultant: Lee Rockafellow, at (517) 373-0722, Kyle Guerrant, at (517) 373-3623 or Janet Zielaskowski, at (517) 241-2917.

**INSTRUCTIONS:** Please submit a **one-to-two** page narrative summary describing implementation of programming to date. Within the narrative, please answer the following:

1. Have you begun implementation of all programs proposed in the Title IV, Part A SDFSCA application, as planned?  
If No, please explain
  - a. Have facilitators been adequately trained to conduct the program or provide the strategy/service? If not, please explain.
  - b. Have all planned activities been implemented with *fidelity* in all intended classrooms/schools? Were they accomplished on schedule? If not, what remains to be done?
  - c. Have there been any obstacles/challenges? If so, what steps have been taken to remedy the problems(s)/obstacles(s)?
  - d. Have there been any reactions by students, staff and administrators to the program? If so, please explain.
  - e. Have there been changes in leadership or personnel? What effect have these changes had?
2. Is there evaluation in place that will determine program effectiveness? If No, please explain.
  - a. Has baseline data for each goal been collected on schedule? If not, provide the reason(s) and a plan to collect the data.
3. Has the Advisory Council met to discuss progress?
4. Is technical assistance needed? If yes, please describe.

**CERTIFICATION:** I certify that the information submitted in this FY 2003-2004 Mid-Year Progress Report for funding received under the H.R.1, No Child Left Behind Act of 2001, Title IV-21<sup>st</sup> Century School, Part A: Safe & Drug-Free Schools & Communities Act, is true and correct to the best of my knowledge.

SDFSCA COORDINATOR	SIGNATURE	NAME (PLEASE PRINT)	DATE



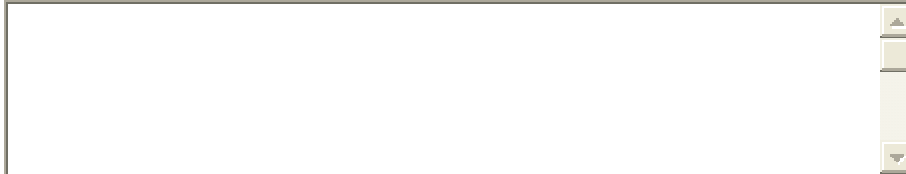
## **SDFS Year-End Report Form (In the Michigan Electronic Grant System [MEGS])**

### **IMPLEMENTATION: PROCESS EVALUATION**

a. Were all programs and activities listed in the 2002-2003 Title IV, Part A application implemented with the quality and accuracy intended by the program developers?

☐ Yes ☐ No

If not please explain.

A rectangular text input area with a vertical scrollbar on the right side, intended for providing an explanation if the answer to question a is 'No'.

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b. Were facilitators adequately trained to conduct the program or provide the strategy/service?

☐ Yes ☐ No

If not please explain.

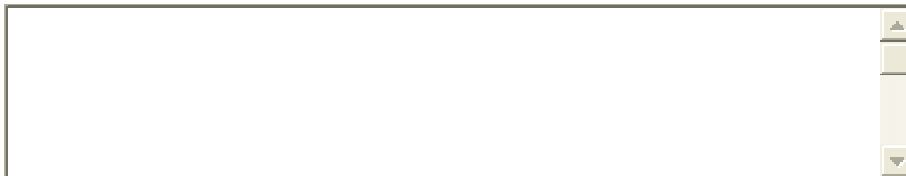
A rectangular text input area with a vertical scrollbar on the right side, intended for providing an explanation if the answer to question b is 'No'.

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c. Were there any obstacles/challenges?

☐ Yes ☐ No

If so, what steps were taken to remedy these problems?

A rectangular text input area with a vertical scrollbar on the right side, intended for providing an explanation if the answer to question c is 'Yes'.

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d. What were the reactions of the students, staff, and administrators to the program?

\_\_\_ of 300 Characters

e. What changes occurred in leadership or personnel? What effect did these changes have?

\_\_\_ of 300 Characters

## PROGRESS TOWARDS GOALS: OUTCOME EVALUATION

### Instructions:

Complete this page by answering each question for the outcome goal listed.

a. Specify the following for this outcome goal:

- a. Sample size(s)
- b. Age or grade level
- c. Statistics for each type of measurement (i.e. pre-test/post-test)

b. List the program(s) implemented for this goal. Will the program(s) be continued?

\_\_\_ of 300 Characters

**Will the program(s) be continued?**

☐ Yes ☐ No

If not, please explain.

0

of 150 Characters

**c. Were the outcomes collected on schedule?**

☐ Yes ☐ No

If not, provide the reason(s) and a plan to collect the data.

\_\_\_ of 300 Characters

**d. Were the outcomes in the expected direction?**

☐ Yes ☐ No

**e. Did the outcomes meet or exceed the performance measure?**

☐ Yes ☐ No If not, please describe.

\_\_\_ of 400 Characters

**f. Were there unintended positive or negative outcomes?**

☐ Yes ☐ No

If yes, please explain.

0 of 300 Characters

**g. Is/Are the program(s) recognized by USDOE or some other federal agency as effective (e.g. promising and exemplary)?**

☐ Yes ☐ No

**h. Were there examples of student changes in attitudes/behaviors that seem directly related to the program?**

☐ Yes ☐ No

If yes, please explain.

0 of 300 Characters

**i. Did the local evaluation design utilize a comparison group or control group?**

☐ Yes ☐ No

## Process Evaluation Steps: Complete Example

The following is a complete example of the four-step process evaluation for a fictitious LEA. For consortia, the same example applies, but with following added steps: (a) training LEAs to follow the steps and (b) using consortia resources to compile information across participating LEAs for reports submitted to ODCP.

### Background

The Sydney School District (SSD) has an enrollment of 3800 students in Pre-K to grade 12, with three elementary schools, one middle school and one high school. Seventy-five percent of the district's students are African-American or recent immigrants from other countries: Bosnia, Bangladesh, Yemen, and Poland. Primarily, immigrants are drawn to the district because of inexpensive housing, decent-paying jobs, and close proximity to relatives who immigrated before them.

The SDFS Coordinator, with help from local law enforcement and human service agencies, conducted a comprehensive *needs assessment* last year and identified the following key problems:

- High perceived/actual prevalence of student violence. Last year, a survey of 1,420 parents of (with a 75% response rate) showed that over 60% believed that verbal arguments, fighting and disrespect for others were serious problems in the community and/or schools, and felt that a school-based violence prevention program was needed. School referrals for violent behavior (e.g., fighting, threats) and related anti-social behaviors (disrespect) accounted for a large percentage (25%) of all referrals in the past two years, especially in grades four through eight.
- Low levels of understanding, trust, communication, and peaceful co-existence among various cultural/ethnic groups. Last year's parent survey showed that over 70% felt there was a serious problem in the community and school regarding the lack of understanding of various ethnic groups. Human service agencies and school social workers reported that approximately 15% of the families in the community are refugees who left their countries because of political/religious persecution and, consequently, may feel distrustful of others. Others are from countries that are enemies and violently oppose each other, but as immigrants the families must live in the same small city. School administrators and teachers reported that over 20% of disciplinary referrals for threats/intimidation, fights, and other violent behaviors are linked to ethnic/cultural group differences. The heavy influx of immigrants and "outflux" of those who leave the district for economic and other reasons serves to diminish the quality of peer relations and, ultimately, the learning environment and sense of community stability.

There were several problems associated with ATOD, including a high prevalence of student cigarette use, the perception by many parents that ATOD was a serious problem in the community, and the high density of bars and liquor stores within the city limits. However, the SDFS Advisory Council decided that problems associated with violence were more pressing and required the large majority of SDFS funds to address them adequately. Although ATOD problems were not the focus of the SDFS grant, the Advisory Council worked with school administrators, a local human service agency and other community resources to address ATOD issues.

### Goals

To address the problems of violent behavior and low inter-ethnic trust and communication, the Advisory Council developed two goals related to school violence prevention:

1. To decrease by 15% violent attitudes among grade 4 – 8 students, as measured by self-report survey of violent attitudes, by June, 2004, using Second Step and Peer Mediation.
2. To decrease by 10% violent behaviors, including inter-ethnic violence, among grade 4 – 8 students, as measured by disciplinary referrals and a self-report survey of violent behavior, by June, 2004, using the Second Step and Peer Mediation programs.

Each of these goals, which were developed using the format required by ODCP, clearly maps a logical link between the need and the *target population*, type and degree of expected change, measure of change, timing of change and type of program(s).

### Brief Description of Prevention Programs

Two programs were used to achieve the district's violence prevention goals: *Second Step* and *Peers Making Peace* (formerly *Peacemakers*). Both of these programs have been recognized as effective by the USDOE and CSAP.

*Second Step* is a curricular program designed to help teachers recognize how to deal with disruptions and behavior issues, and help children learn how to recognize and understand feelings, make positive and effective choices, and keep anger from escalating into violence. The focus of the program is to enhance three skills: empathy, impulse control and anger management. Each skill is taught as a curriculum unit of 17-20 lessons. Empathy (Unit I) lessons are presented first, followed in sequence by lessons for Impulse Control (Unit II) and Anger Management (Unit III). The lessons are presented weekly, each lasting approximately 30-45 minutes. Parents of Second Step participants received the *Second Step* Family Guide, which is a six-session, facilitator-led program designed specifically for families of children receiving *Second Step*.

To help students practice and reinforce the skills learned in *Second Step*, the *Peers Making Peace* program was used to provide peer mediation training in grades 4-8. A group of 15-24 students were selected to represent the ethnic, racial, gender, and peer groups of the campus. These students along with a staff coordinator received complete training in mediation skills and program implementation. The school, using these students as mediators, developed and implemented a peer mediation program to deal with conflicts between/among students.

### Process Evaluation

Prior to conducting the process evaluation, the SDFS Coordinator read Chapter 2 to become reacquainted with the difference between process and outcome evaluation, and Chapter 3 to get a big picture on conducting a process evaluation.

The checklist in Chapter 3 was used as a guide to complete the process evaluation. The first task was to assign people to be responsible for completing the various checklist items. Most of the items were to be completed by the SDFS Coordinator, in consultation with the Advisory Council.

The following is a district's chronology of employing the process evaluation steps accompanied by the district's achievements:

## Sydney School District Process Evaluation

<b>Step 1: Focus on Performance</b> Complete in year prior to program implementation	<b>Achievements</b>
<input checked="" type="checkbox"/> Meet with Advisory Council/Committee to discuss Performance Questions and process evaluation steps.	The Advisory Council met to discuss the process performance questions. They felt the questions were important for the program and would provide good information about the “journey” of the program. The SDFS Coordinator felt that the Advisory council understood the steps to complete the process evaluation and were willing to provide assistance if needed.
<input checked="" type="checkbox"/> Develop additional performance questions, if needed (For ideas, refer to high-performance questions, p. 25).	Because parents were participants in the program, the SDFS Coordinator and Advisory Council felt that they wanted to add one performance question relating to parent participant and satisfaction with the program. They formulated the following high-performance question: <i>How many parents participated in and were satisfied with the Second Step Family Guide?</i>
<b>Step 2: Choose the Best Gauges</b> Complete in year prior to program implementation	<b>Achievements</b>
<input checked="" type="checkbox"/> Select the best <i>indicators</i> (the types of information) to be collected	The SDFS Coordinator used the indicators listed in the Table on page 26. For the high-performance question about parent participation and satisfaction, the indicators selected were the percentage of parents who participated in at least half of the family sessions and their level of satisfaction with the sessions.
<input checked="" type="checkbox"/> Select the best <i>measures</i> (the tools) used to collect the information.	The SDFS Coordinator used the measures listed in the Table on page 26. For the high-performance question about parent participation and satisfaction, the measure selected was a brief survey completed after each session.
<input checked="" type="checkbox"/> Select the most appropriate <i>sources</i> (the people/places) from which to collect the information.	The SDFS Coordinator used the sources listed in the Table on page 26. For the high-performance question about parent participation and satisfaction, the source was the parent participants.
<b>Step 3: Check the Gauges – What Do They Say?</b> Completed during program implementation	<b>Achievements</b>
<input checked="" type="checkbox"/> Identify who will collect the data for the various indicators, and by when.	The SDFS Coordinator used the Data Collection/Organization/ Entry Form in the Appendix to determine who will collect the process data and by when.
<input checked="" type="checkbox"/> Collect/Organize the data in a routine, timely manner. Refer to helpful hints on page 26.	The data were collected on schedule by the persons responsible.
<input checked="" type="checkbox"/> Summarize the data based upon the performance questions to be answered.	The data were summarized by the SDFS Coordinator, in consultation with the evaluator.
<input checked="" type="checkbox"/> Use the summarized results to answer each performance question concisely and completely (using the ODCP report forms).	Each performance question was answered for the mid-year and year-end report. See example reports following this section.

## Sydney School District Process Evaluation

<input checked="" type="checkbox"/> Report your answers to the performance questions to ODCP	The mid-year and year-end reports were submitted to ODCP by their respective deadlines.
<input checked="" type="checkbox"/> Share results with your local Advisory Council/Committee and other stakeholders.	Results from the mid-year report were presented to the Advisory Council at their February meeting; the year-end results were presented at the September meeting of the following school year.
<b>Step 4: Enhance Performance</b> Completed during and after program implementation	<b>Achievements</b>
<input checked="" type="checkbox"/> Use process information to make adjustments to the program while preserving fidelity.	Two major challenges were noted in the mid-year report: (a) boys were underutilizing peer mediation, and (b) participation in the parent sessions of Second Step was low. The Advisory Council addressed these challenges and suggested changes for the remainder of the school year. By the end of the year, more boys were utilizing peer mediation. Parent participation in the Second Step program improved, but was still limited. Efforts to improve parent participation were suggested in the year-end report.
<input checked="" type="checkbox"/> Use process information to secure additional support and/or resources	Efforts to improve parent participation, which was low throughout the school year, included (a) combining the parent sessions with other school activities (e.g., family night); and (b) advertising the sessions during parent-teacher conference, in the school newsletters, in local newspapers, and in flyers taken to parent by their children; (c) and offering incentives provided by local stores.

## Sydney School District: Answers to Process Performance Questions MID-YEAR Report Submitted to ODCP

### 1a. Were facilitators adequately trained to conduct the program or provide the strategy/service?

Second Step: Of the 40 teachers in grades Pre-K – 8, 36 (or 90%) completed the Second Step training conducted by an authorized trainer. The remaining teachers entered the district after the training and are scheduled to receive training by the end of January. Teacher reactions to the training have been very positive, though about 10% feel that the program will be difficult to implement given other pressing demands in the district (e.g., reading program).

Peers Making Peace: 10-15 students at each school were trained in October to serve as mediators for students. The trained mediators represent a nearly equal mix of males and females as well as the variety of ethnic/cultural groups in their respective schools. Student reactions to the training suggest that they learned the essential roles and skills of a mediator and feel confident that they can serve as mediators without additional training.

### 1b. Have all planned activities been implemented with fidelity in all intended classrooms/schools? Were they accomplished on schedule? If not, what remains to be done?

Second Step: To date, all teachers have implemented at least some of the Second Step curriculum, and over 80% have completed the minimum number of sessions suggested. Approximately 15% reported being delayed because of other classroom priorities and/or spending more time than expected on certain *Second Step* lessons. As scheduled, two (out of four) parent



sessions have been completed. Approximately 10-15 parents have attended, which is less than the expected attendance of 40 per school.

Peers Making Peace: To date, approximately 25-50 mediations per school have occurred, with more at the Middle School and the elementary schools. Approximately 70% of the mediations have involved only females, though teachers report that student conflicts involves as many (or more) males compared to females. Approximately 25% of the mediations were “repeat” meetings involving the same student or the same two students as disputants, most of whom were males.

**1c. Were there any obstacles/challenges? If so, what steps were taken to remedy the problem(s)/obstacle(s)?**

Low parent attendance at Second Step Family Guide sessions. Parent participation in the Second Step Family Guide was lower than expected, despite offering free food, child care, and language interpreters (for Limited English Proficiency parents) during the sessions. Informal discussions with parents – including those on the Advisory Council – suggest that parents were not attending for a variety of reasons: (a) they were new to the district and had not developed a connection to the school, (b) the dates/times of the sessions were not convenient, (c) they felt that the sessions would focus on what parents do wrong in raising their children.

To increase parent participation in the second semester, the following would be implemented by January: (a) asked active parents of various ethnic/cultural groups to recruit others; (b) offer sessions in conjunction with other activities, such as family nights, to reduce the focus on parent education; (c) at parent-teacher conferences and in flyers sent home with students, remind and encourage parent to attend the sessions; (d) advertise the sessions in each school's newsletter, in the local newspaper, and at local civic organizations; (e) offer sessions at each school on different days/times and open each school to parents with children at any of the schools; and (f) provide incentives (e.g., door prizes, savings coupons from local stores) at each session.

Under-utilization of Peers Making Peace by male students. As noted above, males represent as much of the conflicts in the schools but are not utilizing peer mediators. When asked by teachers and the SDFS Coordinator about this issue, several male students who refused mediation said that the program was “for girls” or they did not like the mediators because they were “geeks.” In January and February, efforts will be made to encourage male disputants to utilize mediation and to recruit and train mediators that represent various student achievement levels and cliques.

**1d. What were the reactions of the students, staff and administrators to the program?**

Second Step: A formal survey of participating students, parents and teachers will be completed at the end of the year. To date, social worker and teacher feedback indicated that students and parents reacted very positively to the program. Students especially liked the interactive elements of the curriculum (e.g., role playing). Some students who were typically withdrawn in other classroom activities apparently became more outgoing during the SSP lessons.

Peers Making Peace: Exit data from student mediations have shown that disputants and mediators feel that the sessions were helpful. However, as mentioned earlier, males are utilizing mediation less than females, which may be due to their perceptions (expressed to teachers) that the program is geared more toward females and the mediators are not representative of lower-achieving students.

**1e. What changes occurred in leadership or personnel? What effect did these changes have?**

The district recently hired two curriculum directors - one for elementary schools and the other for secondary schools – both of whom serve as SDFS Coordinators for their respective schools. The role of SDFS is new to both of them, but has not caused significant disruptions to the SDFS-funded programs because (a) both attended the new SDFS Coordinator Orientation held by ODCP in September, which they felt acclimated them to the roles and responsibilities of the position; (b) each school has a social worker responsible for coordinating the program activities; and (c) the evaluator, who has been working in the district for several years, helped coordinate evaluation activities. The Advisory Council meeting took place one month later than expected, but did not adversely impact the SDFS program.

Additional Process Evaluation Performance Question(s):

**1f. How many parents participated in and were satisfied with the Second Step Family Guide?**

As mentioned earlier, parent participation in the Second Step Family Guide was lower than expected, despite offering free food and child care during the sessions. Informal discussions with parents – including those on the Advisory Council – suggest that parents were not attending for a variety of reasons: (a) they were new to the district and had not developed a connection to the school, (b) the dates/times of the sessions were not convenient, and (c) they felt that the sessions would focus on what parents do wrong in raising their children. Suggestions to improve parent participation are listed under Question 1c.

Feedback about the parent sessions from attendees has been very positive. Over 80% agreed that the facilitator was very knowledgeable about child development, student violence and how to prevent it, and provided great strategies and examples for helping children deal with conflict in a healthy way. The large majority also felt that the facilitator listened to parents' questions/concerns and answered their questions satisfactorily. They especially like to role-playing exercises and felt the role-play scenarios were true to life. A small percentage (10%) felt that more time should have been spent on answering questions about specific problems.

**Sydney School District: Answers to Process Performance Questions  
YEAR-END Report Submitted to ODCP**

**1a. Were facilitators adequately trained to conduct the program or provide the strategy/service?**

Second Step: Of the 40 teachers in grades Pre-K – 8, 36 (or 90%) completed the Second Step training conducted by an authorized trainer. The remaining teachers entered the district after the training and received training by a fellow teacher (on January 23) because an authorized trainer was not available. Teacher reactions to the training have been very positive, though about 10% felt that the program will be difficult to implement given other pressing demands in the district (e.g., reading program).

Peers Making Peace: 10-15 students at each school were trained in October to serve as mediators for students. The trained mediators represent a nearly equal mix of males and females as well as the variety of ethnic/cultural groups in their respective schools. Student reactions to the training suggest that they learned the essential roles and skills of a mediator and feel confident that they can serve as mediators without additional training.

**1b. Have all planned activities been implemented with fidelity in all intended classrooms/schools? Were they accomplished on schedule? If not, what remains to be done?**

Second Step: Reports from teachers indicate that 85% of the students received at least some of the curriculum. Of those, 86% completed Unit I (empathy training), approximately 74% completed both Unit I and Unit II (impulse control), and 51% progressed to complete Unit III (anger management). Several comments were provided by teachers ( $n = 20$ ) for not completing the units. Most (38%) felt time constraints such as planning extra time on for some lessons, spending more time on lessons than planned, or starting the curriculum too late in the term. A smaller percentage indicated that the program interfered with other important demands/goals or wasn't a priority teaching objective (22%).

As scheduled, all parent sessions were completed. Approximately 10-15 parents attended all four sessions, which was less than the expected attendance of 40 per school.

Peers Making Peace: To date, approximately 100-125 mediations per school have occurred, with more at the Middle School and the elementary schools. Contrary to the first semester in which mediations were underutilized by males, mediations in the second semester more closely represented the proportion of males and females involved in school-based conflicts. Similar to the first semester, approximately 25% of the mediations were "repeat" meetings involving the same student or the same two students as disputants, most of whom were males.

**1c. Were there any obstacles/challenges? If so, what steps were taken to remedy the problem(s)/obstacle(s)?**

Low parent attendance at Second Step Family Guide sessions. More parents attended sessions in the second semester, but rates remained lower than expected despite the introduction of several strategies to improve attendance, which included: (a) asking active parents of various ethnic/cultural groups to recruit others, (b) offering sessions in conjunction with other activities, such as family nights, to reduce the focus on parent education; (c) at parent-teacher conferences and in flyers sent home with students, reminding and encouraging parent to attend the sessions; (d) advertising the sessions in each school's newsletter, in the local newspaper, and at local civic organizations; (e) offering sessions at each school on different days/times and open each school to parents with children at any of the schools; and (f) providing incentives (e.g., door prizes, savings coupons from local stores) at each session.

School administrators noted that parent participation in other programs/activities also is low, so the problem is not isolated to SDFS programs, and they suggested that this issue be brought to the attention of the school board, in an effort to develop district-wide strategies to improve parent participation in school programs/activities.

**1d. What were the reactions of the students, staff and administrators to the program?**

Second Step: A formal survey of participating students, parents and teachers was completed at the end of the year. Over 90% of students found the lessons to be fun and interesting. Teachers reported that role playing seemed especially fun to the students, as virtually all the students in some classrooms would raise their hand to participate. The desire to participate in role playing was so strong in some classrooms that the teacher devised a lottery or some other turn-taking selection strategy to ensure that each student had a chance to participate.

Virtually all teachers felt that SSP was sensitive to the developmental level and culture of their students. Last year, they noted in the teacher training and during classroom visits that they were impressed with the cultural diversity of the cards (e.g., names of students) and the variety of real-life events depicted. None of the teachers felt that they had to modify the cards for cultural or developmental reasons.

There was a small percentage of students who did not pay attention to the lessons or misbehaved. Many of these instances were mild disruptions that didn't seem to affect the flow of the lesson. Nevertheless, the teachers and paraprofessionals responded quickly and effectively in such instances in order to redirect the student's inattention or misbehavior.

**1e. What changes occurred in leadership or personnel? What effect did these changes have?**

As mentioned in the Mid-Year report, the district hired two curriculum directors - one for elementary schools and the other for secondary schools – both of whom serve as SDFS Coordinators for their respective schools. However, this change in leadership did not adversely affect the SDFS-funded programs because (a) both attended the new SDFS Coordinator Orientation held by ODCP in September, which they felt acclimated them to the roles and responsibilities of the position; (b) each school has a social worker responsible for coordinating the program activities; and (c) the evaluator, who has been working in the district for several years, helped coordinate evaluation activities. The Advisory Council meeting took place one month later than expected, but this did not adversely impact the SDFS program.

Additional Process Evaluation Performance Question(s):

**1f. How many parents participated in and were satisfied with the Second Step Family Guide?**

Reactions from parents to the parent sessions were similar to those reported in the Mid-Year report, as over 80% agreed that the facilitator was very knowledgeable about child development, student violence and how to prevent it, and provided great strategies and examples for helping children deal with conflict in a healthy way. The large majority also felt that the facilitator listened to parents' questions/concerns and answered their questions satisfactorily. They especially liked the role-playing exercises and felt the role-play scenarios were true to life. A small percentage (10%) felt that more time should have been spent on answering questions about specific problems.

## Outcome Evaluation Steps: Complete Example

The following is a complete example of the four-step outcome evaluation for the same fictitious LEA. For consortia, the same example applies, but with following added steps: (a) training LEAs to follow the steps and (b) using consortia resources to compile information across participating LEAs for reports submitted to ODCP.

As you might recall, there were two goals:

1. To decrease by 15% violent attitudes among grade 4 – 8 students, as measured by self-report survey of violent attitudes, by June, 2004, using Second Step and Peer Mediation.

2. To decrease by 10% violent behaviors, including inter-ethnic violence, among grade 4 – 8 students, as measured by disciplinary referrals and a self-report survey of violent behavior, by June, 2004, using the *Second Step* and Peer Mediation programs.

Each of these goals, which were developed using the format required by ODCP, clearly maps a logical link between the need and the *target population*, type and degree of expected change, measure of change, timing of change and type of program(s).

### Prevention Program

Two programs were used to achieve the district's violence prevention goals: *Second Step* and *Peers Making Peace* (formerly *Peacemakers*). Both of these programs have been recognized as effective by the USDOE and CSAP. A brief description of each can be found in the process evaluation example.

### Outcome Evaluation

Prior to conducting the outcome evaluation, the SDFS Coordinator read Chapter 2 to become reacquainted with the difference between process and outcome evaluation, and Chapter 4 to get a big picture on conducting an outcome evaluation.

The checklist in Chapter 4 was used as a guide to complete the outcome evaluation. The first task was to assign people to be responsible for completing the various checklist items. Most of the items were to be completed by the SDFS Coordinator, in consultation with the Advisory Council and an external evaluator.

The following is a district's chronology of employing the outcome evaluation steps accompanied by the district's achievements:

Sydney School District Process Evaluation	
Step 1: Focus on Performance Complete in year prior to program implementation	Achievements
<input type="checkbox"/> Meet with Advisory Council/Committee to discuss Performance Questions and outcome evaluation steps.	The Advisory Council met to discuss the outcome performance questions. They felt the questions were important for the program and would provide good information about the degree to which the program reached its intended "destination." The SDFS Coordinator felt that the Advisory Council understood the steps to complete the outcome evaluation and were willing to provide assistance if needed. Because of the scope of the program, the SDFS Coordinator hired an evaluator to provide guidance on coordinating the outcome data collection and complete outcome data analyses and reports.
<input type="checkbox"/> Develop additional performance questions, if needed.	No additional performance questions were developed.

<b>Step 2: Choose the Best Gauges</b> Complete in year prior to program implementation	<b>Achievements</b>
<input type="checkbox"/> Select the best <i>indicators</i> (the types of information) to be collected.	The SDFS Coordinator used the following indicators: Goal 1: attitudes toward violence Goal 2: violent behavior
<input type="checkbox"/> Select the best <i>measures</i> (the tools) used to collect the information.	The SDFS Coordinator used the following measure(s): Goal 1: pre-post survey Goal 2: pre-post survey; disciplinary referral records
<input type="checkbox"/> Select the most appropriate <i>sources</i> (the people/places) from which to collect the information.	The SDFS Coordinator used the following source(s): Goal 1: students Goal 2: students; teachers
<input type="checkbox"/> For high-performance outcome evaluation, choose one or more options, p. 45.	The evaluation design has several high-performance features: <ul style="list-style-type: none"> <li>• <i>Use of multiple measures</i>: Goal 2: Survey and disciplinary referral records</li> <li>• <i>Data collected at multiple points in time</i>: Goal 2: yearly disciplinary referral records</li> <li>• <i>Data collected from multiple sources</i>: Goal 2: teachers and students</li> </ul>
<input type="checkbox"/> Avoid/remedy common problems in outcome evaluation (see pp. 40-41).	The outcome evaluation was designed to avoid common problems; if they arose, the SDFS Coordinator would consult the toolkit, the evaluator and Advisory Council for assistance.
<b>Step 3: Check the Gauges – What Do They Say?</b> Completed during program implementation	<b>Achievements</b>
<input type="checkbox"/> Identify who will collect the data for the various indicators, and by when.	The SDFS Coordinator used the Data Collection/Organization/ Entry Form in the Appendix to determine who will collect the outcome data and by when.
<input type="checkbox"/> Collect/Organize the data in a routine, timely manner. Refer to helpful hints on page 46.	The data were collected on schedule by the persons responsible.
<input type="checkbox"/> Summarize the data based upon the performance questions to be answered.	The data were summarized by the SDFS Coordinator, in consultation with the evaluator.
<input type="checkbox"/> Use the summarized results to answer each performance question concisely and completely (using the ODCP report forms).	The performance question(s) for the mid-year and year-end report were completed by the SDFS Coordinator and evaluator in a timely manner. See example reports following this section.
<input type="checkbox"/> Report your answers to the performance questions to ODCP.	The mid-year and year-end reports were submitted to ODCP by their respective deadlines.
<input type="checkbox"/> Share results with your local Advisory Council/Committee and other stakeholders.	Results from the mid-year report were presented to the Advisory Council at their February meeting; the year-end results were presented at the September meeting of the following school year.



<b>Step 4: Enhance Performance</b> Completed during and after program implementation	<b>Achievements</b>
<input type="checkbox"/> Use outcome results to make adjustments to the program while preserving fidelity.	For students who complete the program, outcomes were mostly positive across grades, though middle school students and males realized smaller improvements than their elementary and female counterparts. Program adjustments for next year include efforts to improve outcomes for middle school students, encourage male disputants to utilize peer mediation, and recruit and train mediators that represent various student achievement levels and cliques.
<input type="checkbox"/> Use outcome results to secure additional support and/or resources	Positive outcomes and invitations to participate will be shared with parents via school newsletters and flyers sent home with students at the beginning of the next school year, which is designed to increase parent participation in the program.

### **Sydney School District: Answers to Outcome Performance Questions MID-YEAR Report (for each Goal) Submitted to ODCP**

Note: For Mid-Year report, complete Outcome Performance Question 1a only.

**Goal 1: To decrease by 15% violent attitudes among grade 4 – 8 students, as measured by self-report survey of violent attitudes, by June, 2004, using Second Step and Peer Mediation.**

**1a. Were the outcome data collected on schedule? If not, provide the reason(s) and a plan to collect the data.** ☒ Yes ☐ No ☐ Yes and No

If no, provide reason(s) and data collection plan:

**Goal 2: To decrease by 10% violent behaviors, including inter-ethnic violence, among grade 4 – 8 students, as measured by disciplinary referrals and a self-report survey of violent behavior, by June, 2004, using the *Second Step* and Peer Mediation programs.**

**1a. Were the outcome data collected on schedule? If not, provide the reason(s) and a plan to collect the data.** ☒ Yes ☐ No ☐ Yes and No

If no, provide reason(s) and data collection plan:

### **Sydney School District: Answers to Outcome Performance Questions YEAR-END Report (for each Goal) Submitted to ODCP**

**Goal 1: To decrease by 15% violent attitudes among grade 4 – 8 students, as measured by self-report survey of violent attitudes, by June, 2004, using Second Step and Peer Mediation.**

**1a. Were the outcome data collected on schedule? If not, provide the reason(s) and a plan to collect the data.** ☒ Yes ☐ No ☐ Yes and No

If no, provide reason(s) and data collection plan:

**1b. Were the outcomes in the expected direction?** Note: Attach summary of all quantitative and, if available, qualitative outcome data for this goal. In your summary, include the following for each measure: (a) sample size(s), (b) age or grade level(s), and (c) statistics for each time of measurement (e.g., pretest and posttest).

☒ Yes   ☐ No   ☐ Yes and No

**Describe:** Across items, there was a decline in violent attitudes of 30% for 4<sup>th</sup> and 5<sup>th</sup> grades, and 6% for 6 – 8<sup>th</sup> grades. Item analysis revealed a decrease in violent attitudes for most items, especially for feeling that violence is easier than handling conflicts peacefully, that violence creates more problems than it solves, and a preference to use violence to handle problems.

**1c. Did the outcomes meet or exceed the performance measure?**

☐ Yes   ☐ No   ☒ Yes and No

**Describe:** The average decline exceeded expectations (of 15%) for elementary grades, but was below expectations for middle school grades.

**1d. Were the outcomes different for various groups (e.g., males vs. females)?**

☐ Yes   ☐ No   ☒ Yes and No   ☐ I Don't Know

**Describe:** As mentioned earlier, the decline in violent attitudes was greater than expected, whereas declines for middle school students were below expectations. Other subgroup analyses revealed (a) a decrease in violent attitudes for males and females, but a slightly greater decrease for females; (b) no significant differences in outcomes for students from different language/ethnic groups.

**1e. Were there unintended positive or negative outcomes?**

☒ Yes   ☐ No   ☐ I Don't Know

**Describe:** The difference in outcomes between elementary and middle schools grades was very large.

**1f. How clearly were the outcomes attributable to the program?**

- Is/Are the program(s) recognized by USDOE or some other federal agency as effective (e.g., promising or exemplary)? ☒ Yes   ☐ No
- Did the local evaluation design utilize a comparison or control group? ☐ Yes   ☒ No
- Were there examples of student changes in attitudes/behaviors that seem directly related to the program? ☐ Yes   ☒ No

If Yes, describe:

**Goal 2: To decrease by 10% violent behaviors, including inter-ethnic violence, among grade 4 – 8 students, as measured by disciplinary referrals and a self-report survey of violent behavior, by June, 2004, using the *Second Step* and Peer Mediation programs.**

**1a. Were the outcome data collected on schedule? If not, provide the reason(s) and a plan to collect the data.** ☒ Yes   ☐ No   ☐ Yes and No

If no, provide reason(s) and data collection plan:

**1b. Were the outcomes in the expected direction?** Note: Attach summary of all quantitative and, if available, qualitative outcome data for this goal. In your summary, include the following for each measure: (a) sample size(s), (b) age or grade level(s), and (c) statistics for each time of measurement (e.g., pretest and posttest).

☒ Yes   ☐ No   ☐ Yes and No



**Describe:** Student self-report survey results showed that across items, there was a decline in violent behaviors of 20% for 4<sup>th</sup> and 5<sup>th</sup> grades, and 5% for 6 – 8<sup>th</sup> grades. Item analysis revealed a decrease in violent behaviors for only some items, especially fighting and threatening others.

Student disciplinary records showed a decrease in most categories for elementary (by 20%) and middle school students (by 5%). For elementary students, the largest decrease was found for swearing/profanity (30%) and verbal disruptions (50%). Among middle school students, the most dramatic declines was found for verbal disruptions (15%).

**1c. Did the outcomes meet or exceed the performance measure?**

☐ Yes ☐ No ☒ Yes and No

**Describe:** The average decline in violent behavior (measured using self-report and referrals) exceeded expectations (of 10%) for elementary grades, but was slightly below expectations for middle school grades.

**1d. Were the outcomes different for various groups (e.g., males vs. females)?**

☐ Yes ☐ No ☒ Yes and No ☐ I Don't Know

**Describe:** As mentioned earlier, the decline in violent behavior was greater than expected, whereas declines for middle school students were slightly below expectations. Other subgroup analyses revealed (a) a decrease in violent behavior for males and females, but a slightly greater decrease for females; (b) no significant differences in outcomes for students from different language/ethnic groups.

**1e. Were there unintended positive or negative outcomes?**

☒ Yes ☐ No ☐ I Don't Know

**Describe:** The difference in outcomes between elementary and middle schools grades was very large.

**1f. How clearly were the outcomes attributable to the program?**

- **Is/Are the program(s) recognized by USDOE or some other federal agency as effective (e.g., promising or exemplary)?** ☒ Yes ☐ No
- **Did the local evaluation design utilize a comparison or control group?** ☐ Yes ☒ No
- **Were there examples of student changes in attitudes/behaviors that seem directly related to the program?** ☒ Yes ☐ No

**If Yes, describe:** Anecdotal reports from teachers indicate that many transferred the knowledge learned from Second Step to their day-to-day behaviors. Among students who received the complete program, there were frequent reports of them using “I” messages, apologies and other healthy ways to communicate feelings, which is emphasized throughout the curriculum and unlikely to be learned elsewhere in school or at home. These students also reportedly engaged in fewer impulsive behaviors such as interrupting and lashing out verbally.